

Lesson: Living Things

Science Standard(s): Students will gain an understanding of Life Science through the study of changes in organism over time and cell theory.

Objective(s): Tell how external features affect an animals' ability to survive in its environment.

Identify basic needs of living things and their abilities to meet their needs

Indicator(s): Compare and contrast the characteristics of living things in different habitats.

Content Objective(s):

kid friendly objective. Will be posted on the board.

Language Objective(s):

Kid friendly. Posted on the board. May include listening, speaking, reading, writing. See list of possible verbs.

Essential Questions: How does location affect living things?

Academic Vocabulary:

habitat, animals 栖息地, 动物

Materials:

- objects of living and non-living things
- pictures of living and non-living things

Language References and Word Wall:

Required: 栖息地, 动物

Additional: 平原, 热带雨林, 池塘, 河流, 湖泊, 北极, 森林, 沙漠, 海洋, 家, 食物, 空气, 水, 躲避所 :

Sentence Frames:

A _____ (animal) lives in the _____ because _____.
_____ (动物)住在_____ 因为_____。

Lesson:

Instructional time:

Opening: (minutes)

Hold up different items in front of the students. Explain that each item is either living or non-living.

Continue holding up items, but instead of telling the students that the items are living or non-living ask them...

Question: Is this _____ living or non-living? _____是生物还是非生物?

Game: "I SPY" (小侦探) - have students identify living and non-living things in the classroom and outside the window.

Introduction to New Material (Direct Instruction): (minutes)

1. **Question:** What makes something living? 生物的特性是什么? (Grows, moves, reproduces 繁殖, eats, responds to stimuli 对刺激有反应)

Clarify 强调 that just because a thing can or can't do one of those things doesn't make it living (a car moves but is non-living)

Activity: sort pictures of living and non-living things as a whole class.

Start to separate out plants and animals.

Ask students how they are different how they are the same.

2. **Question:** What do living things need? 生物生长需要什么?

- Animals need food, air, water, and shelter 躲避所.

- Plants need food, air, and water.

Question: What do you need to survive? 生存需要什么?

Create a Venn Diagram 集与集的交叉图表 with the students to show the similarities 相似 between plants/animals, people/animals...

The students need to understand that the similarities are there because all living things have similar needs.

3. Living things need shelter or homes, but not all living things have the same kind of homes.

- Have students draw a picture of their home.

- Pair share 俩人练习 - have students discuss with a partner about their homes and how it provides for their needs.

Question: What is a HABITAT 栖息地? - a home

- Do all animals live in the same habitat 栖息地? (no) why not?

- Animals have specific characteristics that make them able to live in certain areas.

Activity: Match animals with their correct habitats. *Where Do I live?*

- Language suggestions:

A _____ lives in the _____. _____住在_____。

Because _____. 因为_____。

Guided Practice: (17 minutes)

Where Do I Live? - Print a set of Habitat Cards and Animal Cards.

Use the modeling cycle:

Teacher Does with Student:

-Have a student select a Habitat Card from the deck. Ex: Ocean

-Have another student select an Animal Card from the deck. Ex: Lion

-Can a lion live in the ocean? Why or why not?

-Encourage students to give valid reasons for their answer. Ex: No, a lion has fur rather than scales. A lion cannot breathe

underwater. A lion has paws 爪子 rather than fins 鱼鳍 or flippers 蹼.

Language suggestions:

A _____ can't live in the _____ because _____.

A _____ can live in the _____ because _____.

2 Students do:

Have 2 students come up and demonstrate picking the cards and using the language suggestions.

All Students Practice:

Have students separate into pairs each pair having a deck of the habitat and animal cards and continue the same activity.

Independent Interactive Practice: (10 minutes)

Show the students *Do I Live Here?* Worksheet.

Demonstrate how to fill it out.

Send the teachers do it on their own.

Use the modeling cycle:

Teacher Does:

Fill out the "Do I Live Here?" worksheet with your choice animal and its habitat.

Teacher Does with Student:

Ask the students to think of their favorite animal. Have them tell their neighbor. Tell the students that they are going to fill out the same worksheet with their favorite animal.

All Students Practice:

Students fill out the worksheet and the teacher walks around making sure they connect the correct habitat with their favorite animal. Have the students write down 1-3 reasons why the animal can live in the habitat.

- **Language suggestions:**

Closing: (10 minutes)

Have the students present their favorite animal and its habitat.

- **Language suggestions:**

Assessment:

Review the students' worksheet and presentations.

我住在这里吗？

姓名: _____

选一种动物和它的栖息地，画在下面的表格里。

栖息地	动物

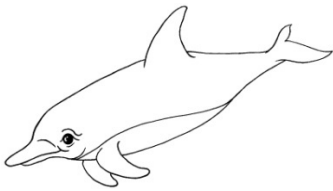
圈出正确的答案:

我的动物住在这个栖息地。

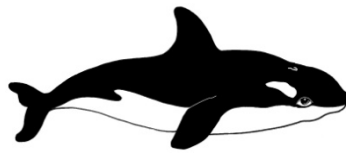
写出三个理由。

海洋动物

海豚



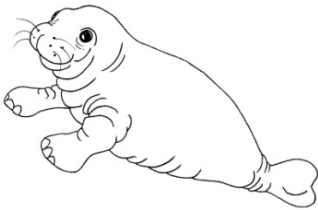
虎鲸



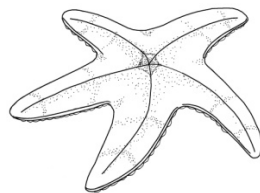
海獭



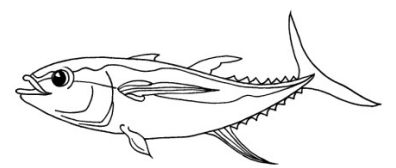
海豹



海星



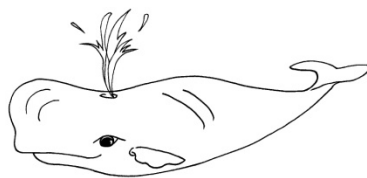
金枪鱼



海狮

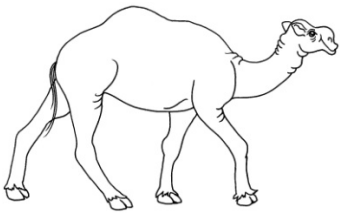


鲸鱼

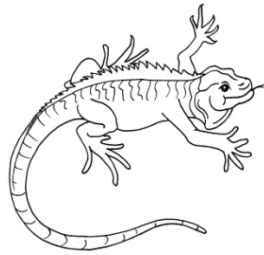


沙漠动物

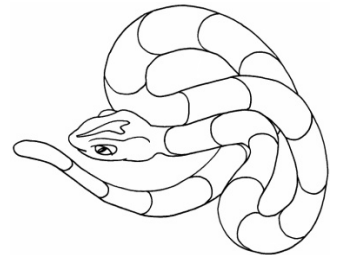
骆驼



蜥蜴

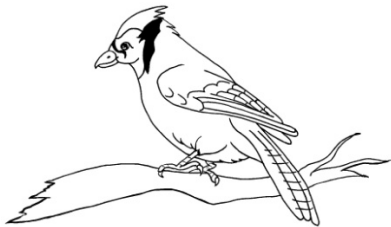


蛇

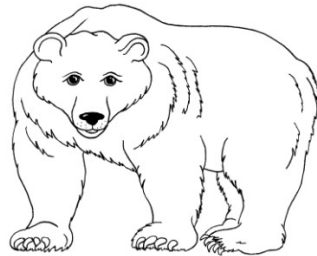


森林/山区 动物

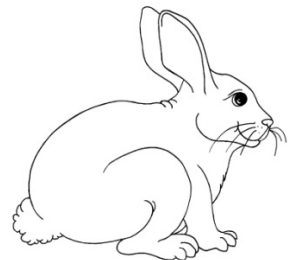
蓝鸟



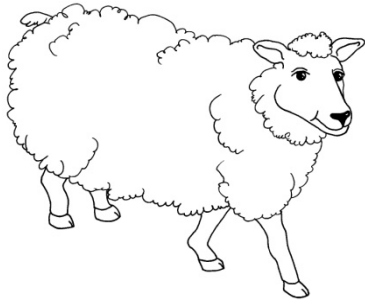
灰熊



兔子



绵羊



松鼠

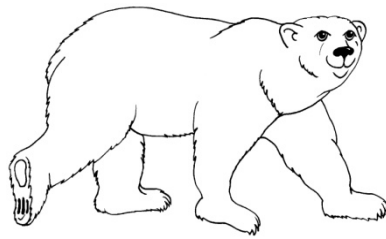


南、北极动物

企鹅

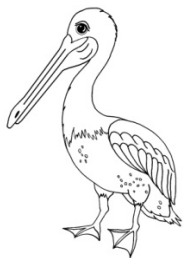


北极熊

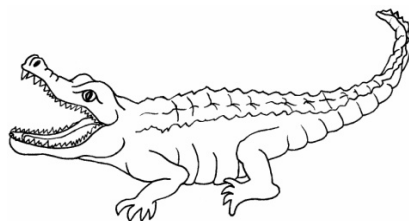


池塘/河流/湖泊/沼泽地 动物

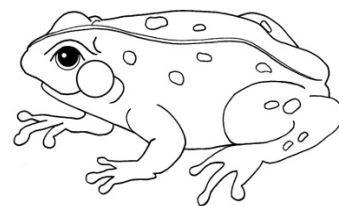
鹈鹕



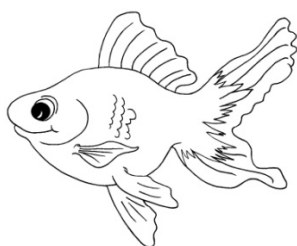
鳄鱼



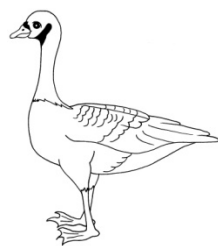
青蛙



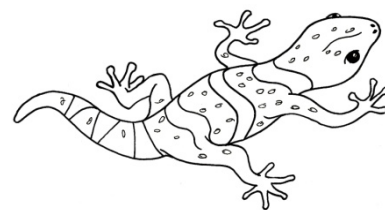
金鱼



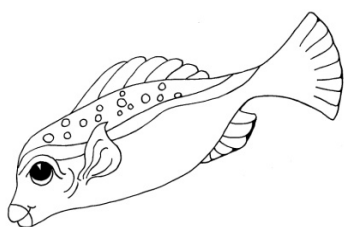
鹅



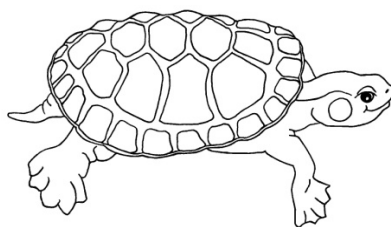
火蜥蜴



鳟鱼



乌龟

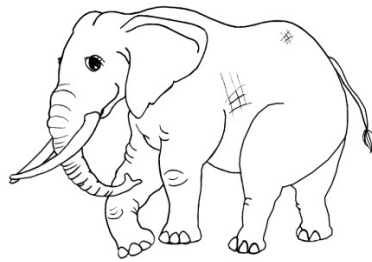


平原/草原 动物

鸵鸟



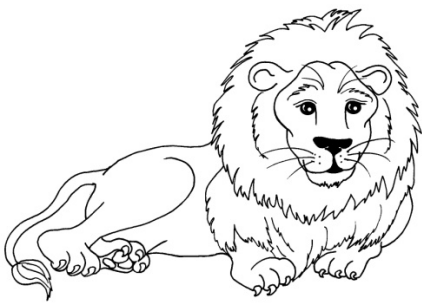
大象



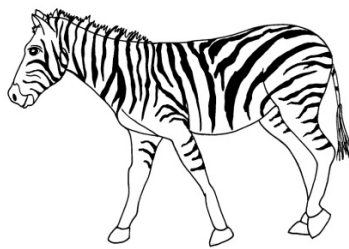
长颈鹿



狮子



斑马



热带雨林/丛林 动物

长尾鹦鹉



猴子



老虎

